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ABSTRACT

In January 1995, John Marshall High School (Los Angeles, California) implemented a 3-year bilingual special alternative instructional program, Redesign of Educational Services Providing Enhanced Computer Technology (Project RESPECT). The federally funded program was to prepare limited-English-proficient (LEP) high school students for higher education, job training, or work. Specific objectives were for interdisciplinary teams to create instructional units while delivering structured English language instruction to this population, design a multimedia instructional program, offer parent training to foster partnerships with parents, and develop a peer support network of advanced LEP students to help newly-enrolled students gain access to available resources. The third-year evaluation of the project, presented here, measures levels of attainment of seven specific objectives and the success of project procedures, focusing on the goal of full English competence for participating students to meet grade promotion requirements and maximize school and community participation. All objectives were met except for two whose measurement was found to be impossible. Substantial appended materials include three samples of language production by participating students. (MSE)

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ED 429 456

Third Year Program Evaluation Report
Project RESPECT

in

John Marshall High School in
Los Angeles Unified School District
Los Angeles, California

OBEMLA Grant Award Number T003E40051

Prepared by

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Blanca Bustamante

September 1997

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~Acknowledgments~

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~Commendations~

The evaluators Commend:

- The project director for the highly professional and competent manner in which she coordinated the operations of Project RESPECT.
- The expertise and sincere dedication of the staff to the students' achievement in classes for LEP students.
- The high concern expressed for the well-being of students and for the fine staff pupil relations in evidence in the classrooms.
- The use of computers as an integral part of the Language Arts program for LEP students.
- Project staff who exhibit initiative in attending conferences and college courses for professional growth.
- The interest, friendliness, and cooperation extended to the evaluators by the project director and staff.

~Introduction~

In January 1995, John Marshall High School in the Los Angeles Unified School District, implemented a three-year bilingual special alternative instructional education program, Redesign of Educational Services Providing Enhanced Computer Technology known as Project RESPECT.

Project RESPECT was funded by the Elementary and Secondary Education Act (ESEA) Title VII provided by the U.S. Department of Education serving Limited English Proficient (LEP) students in grades 10-12.

The major goal of the project was to "provide students the tools to excel in high school and serve them well in pursuing higher education, entering a job training program, or going directly into the work force after graduation."

From the above goal the following four major thrusts were identified that would benefit students in the RESPECT Project:

- Interdisciplinary teams will build cross-curricular instructional units while continuing to deliver structured English language instruction to meet their unique academic and linguistic needs.
- A state-of-the-art multimedia instructional program will engage students in a dynamic new paradigm for learning.
- Our parental training program will foster partnerships with parents vital to student development.
- A peer support network of advanced LEP students will offer guidance to newly enrolled students and facilitate their access to available resources.

From the above goal and major thrusts, instructional goals and objectives were developed. This evaluation report documents the extent to which the objectives for the final year of the project were met.

~Evaluation Plan~

The Title VII regulations call for an on-going evaluation of funded projects. In complying with the regulations, the project director contracted with the Los Angeles County Office of Education (LACOE) to conduct the evaluation.

The evaluation team from LACOE met with the project director and members of her staff in the fall of 1994, to become familiar with the project, review the program goals and objectives, and elicit from the staff questions related to the program that the staff would want answered. Following this meeting, the Evaluation Plan for the three-year project was developed by the evaluators.

The Evaluation Plan called for both formative and summative evaluations. The formative (interim) evaluation was designed to provide decision-makers with information during the course of the program implementation. It was concerned with refining the implementation processes and documenting the progress of the program as it moved toward the attainment of specified objectives. Thus, the formative evaluation provided decision-makers with information during the course of the program development and execution for possible mid-course corrections to help assure that the program objectives were met in an effective manner.

The summative (end-of-year) evaluation was concerned with measuring levels of attainment of measurable objectives and the success of operational procedures.

To ensure that the data collected were meaningful to the project director, questions about the instructional program that linked closely to the objective of each year were developed by the evaluators. Added to this list were the questions asked specifically by the project director and her staff for local decision-making purposes. The evaluation plan was reviewed with the project staff and modified according to their internal needs. Once accepted, the plan was carried out.

The remainder of the report is devoted to reporting the findings and conclusions of the evaluation of Project RESPECT.

~Program Goal~

The goal of Project RESPECT for the three years of funding is that:

LEP students will achieve full competence in English to meet school grade promotion and graduation requirements as well as to maximize their participation in the school and community.

From the above goal, objectives were written for the three-year period of the project. For the purpose of this final evaluation report only the objectives written for Year III were addressed. The objectives are addressed in Study Findings and Conclusions.

Goal:

LEP students will achieve full competence in English to meet school grade promotion and graduation requirements so as to maximize their participation in the school and community.

Objective 1

By the end of year III, that is, June 30, 1997, RESPECT students who attend at least 70 percent of the classes will either: a) increase their mean CTBS Language scores by two Normal Curve Equivalents (NCEs) or b) demonstrate a statistically significant ($p \leq .05$) pre-to posttest mean gain in CTBS Language scores.

Objective 2

By the end of year III, that is, June 30, 1997, RESPECT students who attend at least 70 percent of the classes will either: a) increase their mean CTBS Mathematics scores by two Normal Curve Equivalents (NCEs) or b) demonstrate a statistically significant ($p \leq .05$) pre-to posttest mean gain in CTBS Mathematics scores.

"My name is .... I am from Guatemala. I am sixteen years old. I go to John Marshall High School. I like to use a computer."

Figure 1. ESL I composition by and photograph of a girl in the Title VII RESPECT Project

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Findings

The intention to collect and analyze meaningful test score data for these two objectives was frustrated by missing data. (More on this later.) Analyses produced the results shown in Tables 2 and 3 below. Although analyses were done for: 1) Language Mechanics, 2) Language Expression, 3) Language Total, 4) Mathematics Computation, 5) Mathematics Application, and 6) Mathematics Total, the two tables below show the results of analyses for only two of the six areas; i.e., Language Mechanics and Mathematics Applications. These tables illustrate the problem encountered in using CTBS scores.

Table 1

Mean Normal Curve Equivalent Gain in Language Mechanics

		Pretest May 1995		Posttest April/May 1996		Change in Mean		
Group	n	Mean	SD	Mean	SD	NCE	t	p
9th Grade Students	27	28.33	13.50	31.37	17.24	3.04	-00.84	.4100
10th Grade Students	26	19.75	11.22	24.76	18.09	5.01	-01.22	.2348
All Students	53	24.12	13.05	28.12	17.80	4.00	-01.48	.1460

Table 2

Mean Normal Curve Equivalent Gain in Mathematics Applications

		Pretest May 1995		Posttest April/May 1996		Change in Mean		
Group	n	Mean	SD	Mean	SD	NCE	t	p
9th Grade Students	36	32.36	13.00	30.08	14.42	-2.28	1.07	.2924
10th Grade Students	26	30.85	14.30	34.21	14.10	3.36	-1.31	.2008
All Students	62	31.73	13.47	31.81	14.32	0.08	-0.05	.9615

After reviewing these data in Tables 1 and 2 and data from the other four subtests, it was immediately apparent that test score data were available for only a fraction of all project students. Pre-to-posttest CTBS Language Mathematics scores were available for only 53 students (See Table 1). Pre-to-posttest CTBS Mathematics Application scores were available for only 62 students (See Table 2). In contrast, pre-to-posttest Reading and Writing Ability-Dictation scores on the Woodcock-Muñoz Language Test were available for 201 students (See Table 3). Three obvious reasons for the small sample sizes were: 1) The test was in English so none of the students in ESL 1 or ESL 2 were ready to take it, 2) Students who attain the 36th percentile never take the test again, and 3) Student mobility is high.

For these and other reasons, the sample CTBS sizes available for project Years II and III were not large enough to produce valid information for judging the quality of the program.

Conclusion

It was impossible to make valid decisions as to whether Objectives 1 and 2 were attained.

Objective 3

By the end of Year III, RESPECT students who attend at least 70 percent of the classes, will either: a) increase their mean Woodcock-Muñoz language test scores by two Normal Curve Equivalents (NCEs) or b) demonstrate a statistically significant ($p \leq .05$) pre- to posttest mean gain on the Woodcock-Muñoz language tests.

Clarification

In objectives 1, 2, and 3, reference is made to "...a statistically significant ($p \leq .05$) ...gain." While this terminology is understood in the fields of psychology and statistics, it requires some clarification here.

A number of professional writers in the two fields just mentioned have described "$p \leq .05$" as roughly meaning that the difference found—in this case, between a pretest score and a posttest score—is presumable due 95 percent of the time to the "treatment" or, again in this case, to the RESPECT program's interventions; while, 5 percent of the time, the difference is due to "chance." Another typical way of explaining "statistical significance at the $p \leq .05$ level" is to say that if this pre- to posttest comparison were made 100 times, 95 of those would show differences presumably due to the program effect, the other five percent due to "chance."

But there is some disagreement about the truth of these two explanations. In short, professionals disagree. Still, for our purposes here (and given the fact that thousands of university students in statistics classes have been given these explanations) the reader may use these two explanations, at least tentatively, while recognizing they are subject to debate.

"My name is ... . I am from Honduras am fifteen years old. I go to John Marshall High School. I like to play soccer."

Figure 2. ESL I composition by and photograph of a boy in the Title VII RESPECT Project

Findings

A number of statistical comparisons of Woodcock-Muñoz Language Test Scores were made across time. Test 1 was taken at the end of Year I, Test 2 at the end of Year II, and Test 3 at the end of Year III.

Statistical comparisons

a) Test 1 to Test 2
b) Test 2 to Test 3
c) Test 1 to Test 3

Results of these comparisons are shown in the table below.

Table 3

Title VII Students' Mean Normal Curve Equivalent Gains in Seven Language Areas Over all Three Years of the Project

Subtest	Spring/Summer '95		Spring/Summer '96		Spring/Summer '97		Comparisons								
							Test 1 to Test 2			Test 2 to Test 3			Test 1 to Test 3		
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	n	t	p	n	t	p	n	t	p
Broad English Ability	5.4	9.7	8.5	12.0	10.1	12.5	558	-10.3	.0001	196	-1.4	.0753	196	-7.5	.0001
Oral Language Ability	3.9	7.6	5.9	9.7	7.0	10.5	557	-7.0	.0001	198	-2.2	.0277	201	-5.0	.0001
Picture Vocabulary	2.6	5.6	3.6	7.3	4.4	8.5	557	-4.3	.0001	197	-2.0	.0514	200	-4.2	.0001
Verbal Analogies	13.0	13.9	16.8	15.2	18.7	16.2	558	-8.1	.0001	197	-1.4	.1643	200	-4.9	.0001
Reading-Writing Ability	11.0	15.0	16.2	17.1	18.7	16.7	558	-11.0	.0001	197	5.8	.7237	200	-9.1	.0001
Letter-Word Identification	22.7	21.3	30.6	22.2	32.4	20.9	558	-10.5	.0001	197	0.9	.6571	200	-9.2	.0001
Dictation	4.7	8.5	7.2	11.1	10.3	13.1	557	-9.3	.0001	198	3.0	.0016	201	-7.1	.0001

From Table 3 it is clear that impressive gains were made from Year I to Year II (all pre- to posttest comparisons were statistically significant at the $p \leq .0001$–much beyond the $p \leq .05$ level called for in this objective) and Year I to Year III (again all comparisons were statistically significant at $p \leq .0001$). By contrast, gains were much less between Test 2 and Test 3 (only two comparisons were statistically significant beyond $p \leq .05$; Oral Language Ability and Dictation).

Clarification

Of the three comparisons made, a) Test 1 to Test 2, b) Test 2 to Test 3, and c) Test 1 to Test 3, the biggest gains were made for comparisons a and c. All of those comparisons showed gains at the $p \leq .0001$ level. But how is this p value "better" than $p \leq .05$? Remember that "$p \leq .05$" roughly meant the differences in mean NCEs that might have seen in pre- to posttesting were do to chance five times in 100. The other 95 times in 100 the gains were presumably due to the RESPECT program's interventions. So, a "$p \leq .0001$" must roughly mean that gains from pre- to posttest comparisons a and c were due to chance only one time in 10,000. The other 9,995 times in 10,000 the gains were presumably due to the RESPECT program's impact. This p value shows that very impressive gains were made.

Conclusion

This objective was attained.

Commendation

Sometimes, when project students or others connected to the project do a very good job, the external evaluators award a commendation. In this case, program managers and teachers deserve to be commended for the excellent progress students clearly made in language from the beginning to the end of this three-year project.

Figure 3. Title VII RESPECT Students Working in the Microcomputer Lab on an Assignment in Language

Objective 4

By the end of Year III, the project teachers and the director will have implemented a model portfolio structure and related procedures.

Findings

During the course of the first year of the project, the topic of what students' portfolios should contain was discussed in meetings involving the project director, teachers, and the external program evaluators. It was agreed that, while a portfolio could contain examples of best work, it was the typical day-to-day student work that showed the kind of improvement that was most important to the evaluation of the project. Students in the Title VII bilingual language arts project should show classroom improvement in their language arts skills throughout the year, and proof of the improvement should be saved in student portfolios. It was thought that the student portfolio evidence would complement the standardized test scores in language that would also be collected as described in the first three program objectives.

During the third year of the project, all teachers were giving language arts writing assignments. The teachers were keeping in student portfolios, and stapled together, draft one, with teacher proof-reading corrections, other drafts if necessary, and the final draft. A number of teachers were keeping excellent examples of program evaluation portfolios which clearly showed student progress in language acquisition. Please see the Appendix for examples of student work.

Conclusion

This objective was attained.

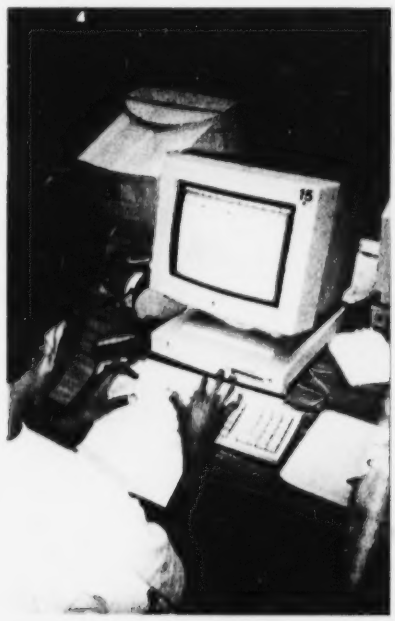

Figure 4. Title VII RESPECT Students Working in the Microcomputer Laboratory on an Assignment in Language

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Objective 5

During Year III, the RESPECT program will include collaborative projects involving ESL teachers and one or more teachers of other content areas.

Findings

During classroom observations and teacher interviews, it was found that interdisciplinary collaboration is occurring between ESL teachers and teachers in other departments. In one partnership, students in a bilingual science class each produced an earthquake preparedness pamphlet in Spanish for which they did the layout in the computer lab. During the project, their ESL teacher also covered the topic of earthquakes and preparing for what to do in case of an earthquake which, in southern California, can occur at any time.

Less formal collaboration occurs when ESL teachers consult with content area teachers in preparing for interdisciplinary lessons and as content area teachers consult with ESL teachers about how to make the content of their classes more accessible for LEP students.

Conclusion

This objective was attained.

Objective 6

By the end of Year III, total and/or average parent attendance at the Bilingual Advisory Committee meetings will increase at least 20 percent.

Findings

Attendance was followed for all three years of the project and for not only parents but also students and teachers. Results of the analyses of the Bilingual Advisory Committee (BAC) attendance data are shown below.

Table 4

Annual Attendance at Bilingual Advisory Committee Meetings Over Each of the Three years of the Project

	Year I 1994-'95		Year II 1995-'96		Year III 1996-'96		Year I to Year II		Year II to Year III		Year I to Year III	
Attendees	Total	Average	Total	Average	Total	Average	Total	Average	Total	Average	Total	Average
Teachers	26	3	19	2	22	2	-27%	-33%	16%	0%	-18%	-33%
Parents	75	8	164	16	118	11	120%	100%	-28%	-31%	57%	38%
Students	69	7	144	14	120	11	109%	100%	-17%	-21%	74%	57%

Although Year I to Year II showed a decline, the Year I to Year III comparison showed total parent attendance dramatically increased by 57 percent—more than two and nearly three times the increase of 20 percent called for in this objective. From Year I to Year III, average parent attendance increased 38 percent—almost two times the increase of 20 percent called for in this objective.

Conclusion

This objective was attained.

Commendations

Program management deserves a commendation for impressive Year I to Year III gains in parent attendance.

Gains in student attendance; 74 percent (total attendance) and 38 percent (average attendance), were also impressive—and also deserve a commendation.

Objective 7

By the end of Year III, all third-year activities described in the grant application will be completed. These activities are:

1. Teachers new to the project in Year III will be selected.
2. Teachers new to the project in Year III will be trained in language acquisition.
3. Teachers new to the project in Year III will be trained in Macintosh microcomputer language skills.
4. Teachers new to the project in Year III will be trained in the microcomputer language program.
5. Computers and carrying cases will be ordered.
6. RESPECT parents will receive an orientation to the RESPECT program.
7. RESPECT parents will be be provided with an opportunity to take an adult school class in Macintosh microcomputer skills.

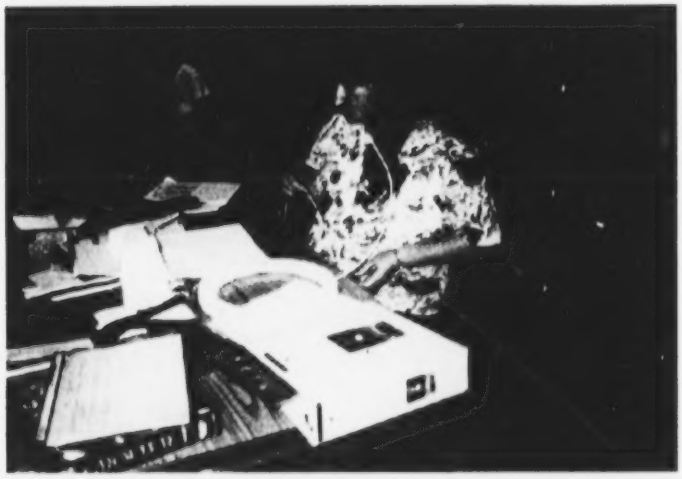

Figure 5. Title VII RESPECT Project director, Blanca Bustamonte, reparing a micro-computer cable.

Findings

These activities were accomplished on schedule.

Conclusion

This objective was attained.

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~Appendices~

Appendix A
Final Microcomputer Version of Language Production on this Topic By Student A

"I am ... and I am 16 years old. I from El Salvador. The city of San Salvador. My eyes and hair is brown, my height is 5'11" and I weigh 160 lbs. I live with my mom. Her name is .... My brother name is .... I love my brother because he is the youngest in my family. My friend's are cool because they lend me their cars. Not only that buy they are very funny too. They're 28 and 32 years old. I have girlfriend. She's a cool person. My life is very funny. I like to play soccer and basketball, listen to music and watch t.v. I worked at Jace in the Box but not any more, but is very tiring, maybe next time. I will work but on vacation. I am friendly with the people. I like eat any food. I am the oldest of my brother, but the oldest is my sister. She's 18 years old. I want go to El Salvador for my vacation."

Appendix A
Final Microcomputer Version of Language Production on this Topic By Student A (continued)

LEAVING HOME

"It was in December when my grandmom told me you will be living with your mom. She leve's only with your brother and I heard her but I told my grandmom I don't want to go. My life is here not in the United States. Here I have my girlfriend, my friend's and my school but anyway if you decided. I don't know but with the time it was more difficult for me because in El Salvador my girlfriend and I wanted to get married. Well you know I did want to get married but I don't want that because she's 15 years old and I'm 15 years old. You know we are very young. So the mother of my girlfriend is a judge and is more easy for her to send me to the jail if we didn't get married with my girlfriend. For that reason my grandmom decided to send me with my mom."

Appendix A
Final Microcomputer Version of Language Production on this Topic By Student A (continued)

ABOUT MY MOM.

"My mom's name is .... She's 38 years old. Her eyes and hair are brown. She's not tall but she's not short, her height is 5'7" she works only three day's a week. She doesn't have free time because she's busy all time. She's a house wife, she does the cleaning and cooks. She's happy and funny. She like's to watch T.V. and listen to music. She's from El Salvador, a place called SAN MIGUEL. My mom likes to go with me to play soccer. She likes to cook and eat, I love my mom because she's a very good hearted person that's why I love my mom. She is with me in my best moment's and bad moment's. My mom is very pretty for me and for that reason I thank my mom for her love. My mom is very friendly with her friend's. She has two son and one daughter. She's the youngest of two sister, she had a brother but him is dead, he was the older one."

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Appendix A
Final Microcomputer Version of Language Production on this Topic By Student A (continued)

MY DAD

"My dad's name is .... He's 39 years old. His eyes are brown. His hair is Black. His height is 5'9". His weigh is 200 lbs. He's from EL SALVADOR of a place called SAN MIGUEL. He lives in Canada with his family, he has two son and one daughter. Their name are ..., ..., and .... His wife is a nice person and very angry, he's very busy because he work in a company. He does the memory of the big machine so he's never with his family and never with me. I haven't his job. I know him but only hove spoke one time to him speck in my life. You know what? I love my father, I want to see him only one more time. My father went to another country because it was necessary. His family needed money too. Sometimes my dad is angry went we speak to him by telephone. Whatever, he is my father and I love him."

Appendix A
Final Microcomputer Version of Language Production on this Topic By Student A (continued)

TRANSITIONS

"I live ... and ... I have been living in this address since October of last year. My neighborhood is a little dangerous but we are used to it. I live with's my mom and my little brother. My mom always tells my too be careful when I go out because there are a few gangs around the neighborhood. Our neighborhood we know each other pretty well, so wen don't have problem's. In my country I knew very well my neighbors because I was raised in that neighborhood. All the people in this neighborhood here is different because we don't know each other as we did in my country."

MY NEW SCHOOL

"When I came to this school the first time. I was nervous because I didn't know nothing in this school. The first day I had a problem in the office because I wan't in the computer and the first day I was waiting in the office for my schedule. Somebody gave me my schedule classes but I didn't know where the classes were. And I came fifteen minutes before the bell rang. Then when the bell rang I stayed in the school to know where was my classes were.. The next week I felt happy because I knew some friends and the next week I had a new girlfriend."

Appendix B
Language Production By Student B

[redacted]
March 24, 1997
ESL IA, [redacted]

Drawing Pictures

My hobby is drawing pictures. You need an album, a marker, a pen and paper. You can draw pictures in your free time in the park, at home or at school. You need intelligence, talent, good eyes, patience and memory.

Only 1 space between words

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Appendix B
Language Production By Student B
(continued)

[redacted]
March 14, 1997
ESL IA, [redacted]

Drawing Pictures

My hobby is drawing pictures. You need an album, a marker, a pen and paper. You can draw pictures in your free time in the park, at home, or at school. You need intelligence, talent, good eyes, patience and memory.

What happened?

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Appendix B
Language Production By Student B
(continued)

[redacted]
February 27, 1997
ESL IA, [redacted]

Draw Picture

My hobby is drawing pictures. You need an album, a marker, a pen, and paper. You can draw pictures in your free time, in the park, at home, at school. You need intelligence, good eyes, patience, and memory.

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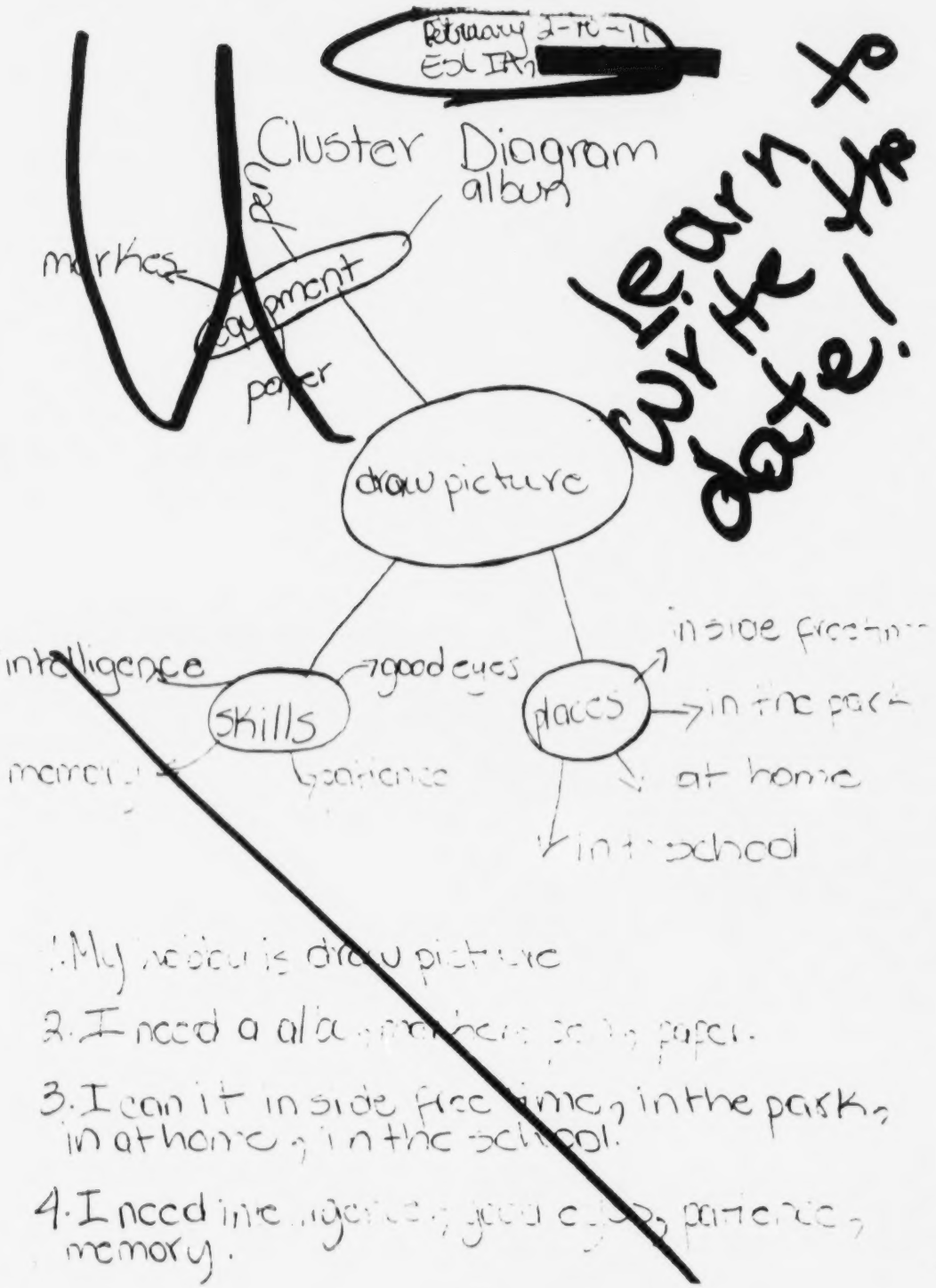
Appendix B
Language Production By Student B
(continued)



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Appendix C
Language Production By Student C

[redacted]
March 28, 1997
ESL 1A, [redacted]

My Hobby

My hobby is reading. You need newspapers, encyclopedias, books and magazines. You can read at home, at school, and in the library. You need good eyes or glasses, light, concentration and a good memory to read.

Justify

No draft 1, 2 ?

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Appendix C
Language Production By Student C
(continued)

[redacted]

My hobby

My hobby is reading. You need pen, pencil, marker and eruser. You can read in the schod. in the park, at home. You need good memory a good eyes or glasses and Concentration.

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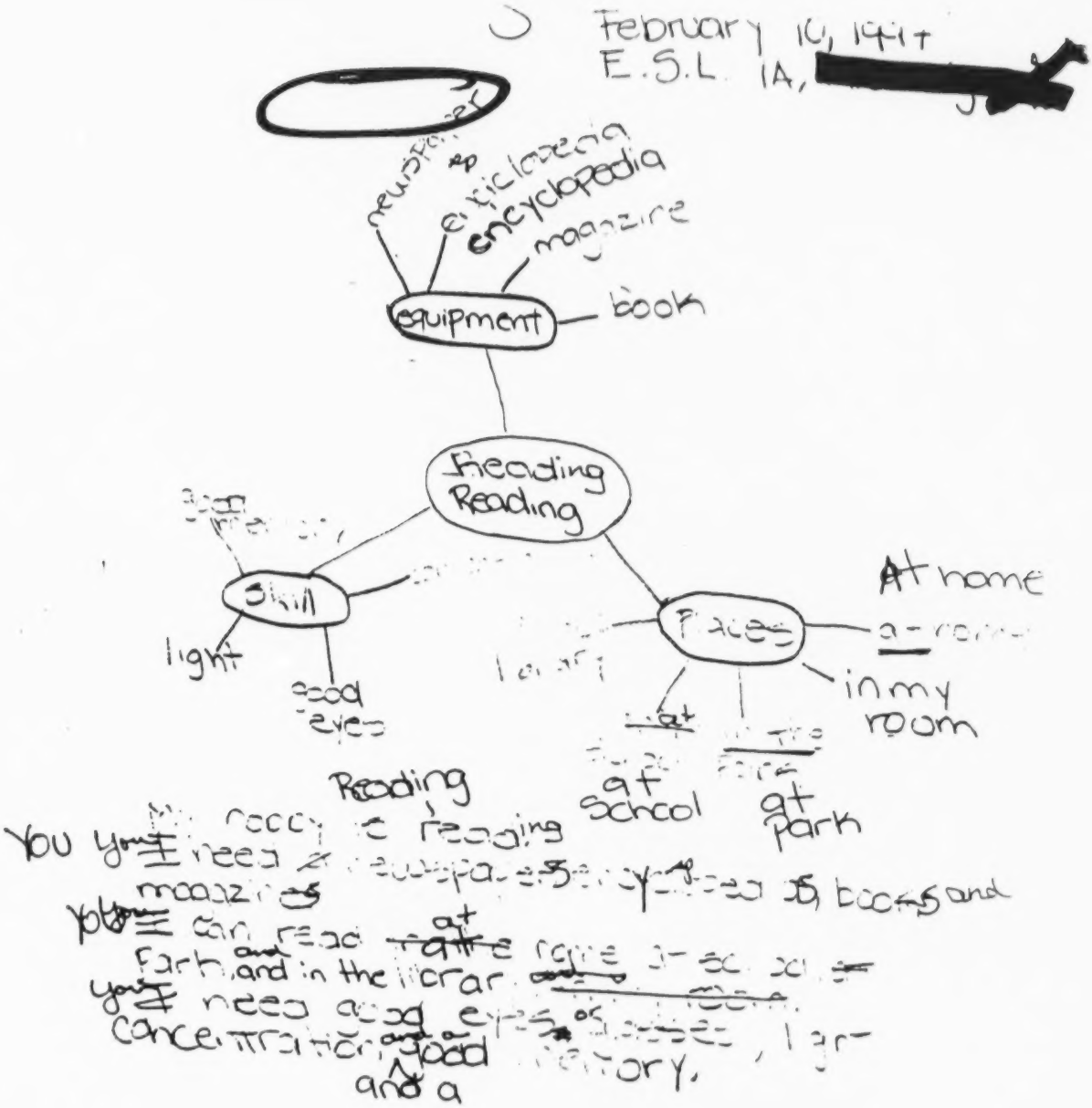
Appendix C
Language Production By Student C
(continued)



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